

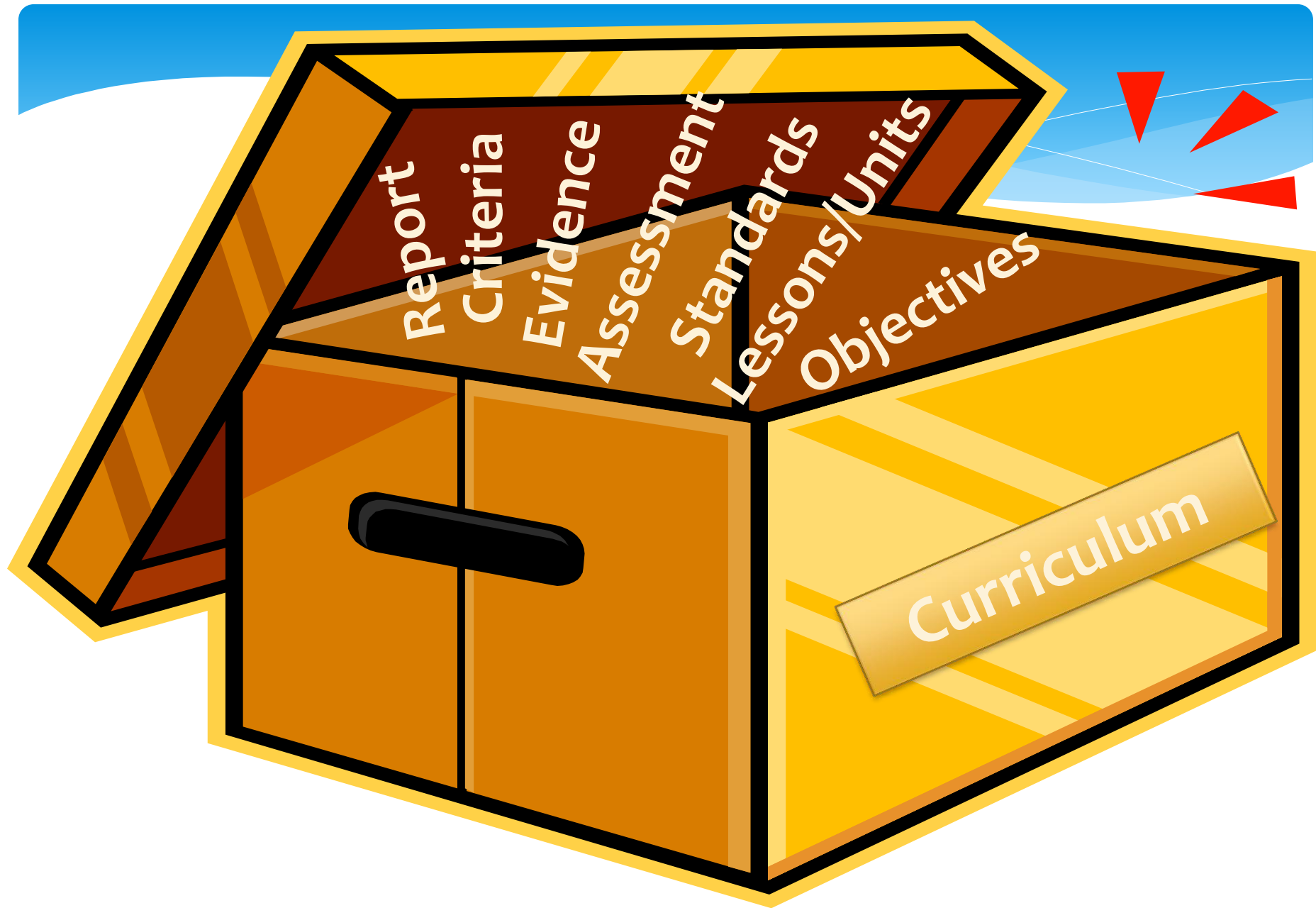
PERFORMING ACT

STANDARDS-BASED, AUTHENTIC ASSESSMENT WITH THE BIG6™

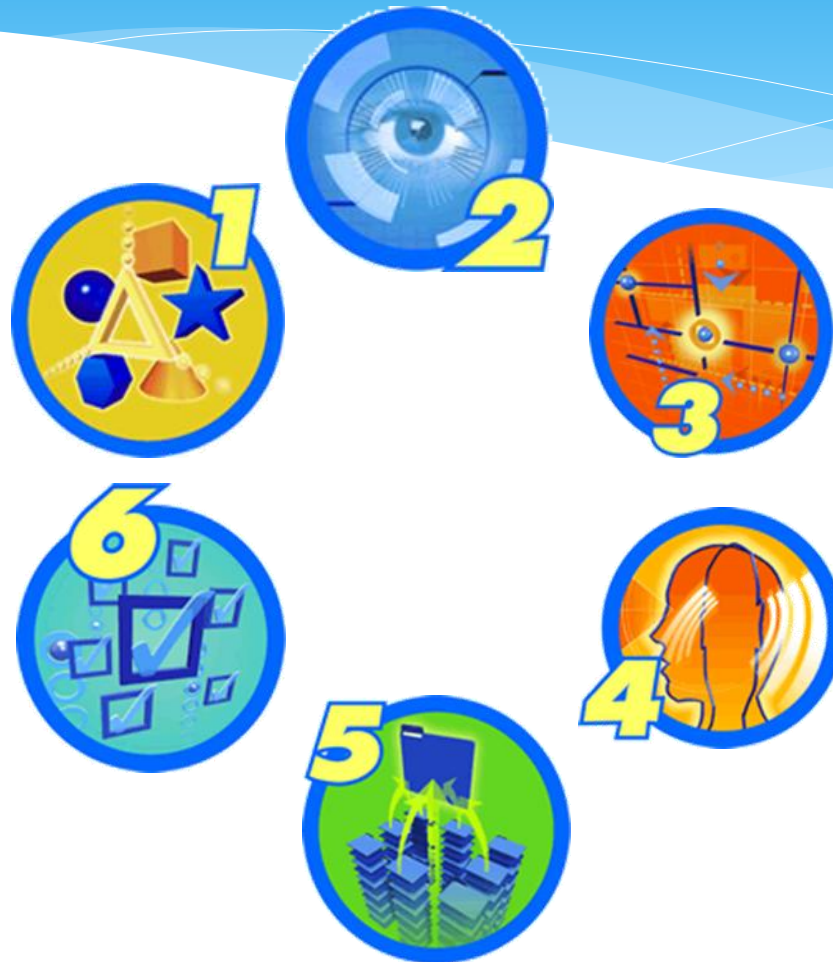


Presenter

[Colet Bartow](#) is a Montanan, teacher-librarian and cheerleader for information and technology literacy. She lives in Helena, Montana, where she works for the Montana Office of Public Instruction (OPI) as Library-Information Literacy Curriculum Specialist. She spent 13 years as a teacher librarian before joining the OPI in 2007. Her first computer was a Radio Shack TRS-80.



Big6™ Context





Activities



Learning Opportunities

Lesson in Context

Integrated Lesson Plan Grade X

Title of Lesson

Stage 1 – Desired Results

Content Area Standards:

Information Literacy Standards (Big6 Stage):

Technology Standards:

Enduring Understandings
Students will ...

Essential Questions:

Stage 2 – Assessment Evidence

Performance Tasks:

Evidence:

Criteria:

Reporting:

Stage 3 – Learning Plan

Learning Opportunities:

Materials/Resources Needed:

Standards

Know = Content Specific	Able to Do = Process and Performance
Mathematics (facts and formulas)	Problem Solving
Social Studies (names, dates, places)	Problem Solving and Research
Science (facts and formulas)	Inquiry-based
Literature	Reading, Writing, Listening and Speaking

Performance-Based Assessment

- * **Define performance levels.**
 - * Select **evidence** to use for assessment from the range of student work.
 - * Determine **criteria** to apply to evidence.

Performance-Based Assessment

*Select **evidence** to use for assessment from the range of student work

- ☐ Classroom assignments
- ☐ Rubrics
- ☐ Written work/reports
- ☐ Lab reports
- ☐ Observation checklists
- ☐ Quizzes and tests
- ☐ Self assessments
- ☐ Video/audio reports
- ☐ Portfolios

Collecting Evidence

- *Obtrusive
- *Unobtrusive
- ***Student-generated**

Performance-Based Assessment

*Determine **criteria** to apply to evidence.

- ✓ Frequency of Display
- ✓ Depth of Understanding
- ✓ Completeness
- ✓ Accuracy
- ✓ Logic
- ✓ Organization
- ✓ Creativity/Insight
- ✓ Relevance
- ✓ Credibility
- ✓ Sources (number, type, range, quality)

Indicators of Student Performance

Levels of Understanding/Quality

Superior	Beginning	Novice	Unsatisfactory
Modest	Progressing	Apprentice	Needs Improvement
Intermediate	Adequate	Proficient	Satisfactory
Proficient	Exemplary	Distinguished	Outstanding

Levels of Mastery/Proficiency

Superior	Beginning	Novice	Unsatisfactory
Modest	Progressing	Apprentice	Needs Improvement
Intermediate	Adequate	Proficient	Satisfactory
Proficient	Exemplary	Distinguished	Outstanding

Indicators of Student Performance

Frequency of Display

Rarely
Occasionally
Frequently
Consistently

Never
Seldom
Usually
Always

Degree of Effectiveness

Ineffective
Moderately effective
Highly Effective

Poor
Acceptable
Excellent

Evidence of Accomplishment

Little or No Evidence
Partial Evidence
Sufficient Evidence
Extensive Evidence

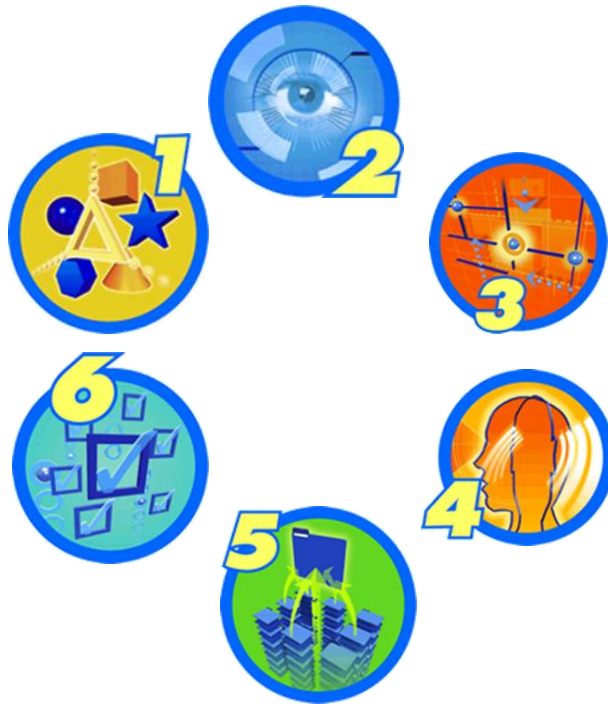
Describing Performance

- Did we avoid language that leads to comparison of students?
- Can we provide examples based on student work?
- Do we distinguish between “Levels of Understanding” and “Frequency of Display?”
- Are the rubrics consistent?
 - Across grade levels
 - Within a grade level

(Guskey, p124)

Performance-Based Assessment

Sample Performance Rubrics



Performance-Based Assessment

Novice	Nearing Proficient	Proficient	Advanced
below the standard	approaching the standard	meets the standards	exceeds the standards

Task Definition



1.1 Define the information problem

1.2 Identify information needed

Novice	Nearing Proficient	Proficient	Advanced
Identify the topic incompletely and unclearly	Identify the topic incompletely	Identify the topic	Identify and narrow in on the topic
Recognize task-related vocabulary and keywords, demonstrating incomplete understanding	Recognize some task-related vocabulary and keywords	Recognize task-related vocabulary and keywords	Make connections between task-related vocabulary and keywords
Demonstrate a limited sense of the problem or task	Omit important details of the problem or task	Recognize the problem or task	Relate the problem or task to their past experiences
Discuss the steps needed to solve the problem or task, omitting most steps	Discuss the steps needed to solve the problem or task, omitting several steps	Discuss the steps needed to solve the problem or task	Discuss the steps needed to solve the problem or task with insightful dialog
Discuss and identify a familiar resource	Discuss and identify some familiar information sources	Discuss and identify possible resources	Discuss and identify possible resources including specific resources

Information Seeking Strategies



2.1 Determine all possible sources

2.2 Select the best sources

Novice	Nearing Proficient	Proficient	Advanced
Struggle to identify information as accurate	Sometimes identify information as accurate	Identify accurate information	Discriminate the accuracy of information
Evaluate few topic-related resources	Evaluate some topic-related resources based on task criteria	Evaluate all topic-related resources based on task criteria	Determine the applicability of all topic-related resources to the task criteria
Distinguish between and rarely incorporate both primary and secondary sources	Distinguish between and sometimes incorporate appropriate primary/ secondary sources	Distinguish between and incorporate appropriate primary/ secondary sources	Creatively incorporate appropriate primary/secondary sources
Reevaluate the problems and resources, refine with limited success	Sometimes reevaluate the problems and resources, refine if needed	Reevaluate the problems and resources, refine if needed	Reevaluate/refine the problem and appropriate resources proactively
Select minimal relevant resources	Select some resources to solve the problem	Select appropriate resources to solve the problem	Select unique resources to solve the problem

Location & Access

3.1 Locate sources

3.2 Find information within sources



Novice	Nearing Proficient	Proficient	Advanced
Have a general sense of available search tools.	Use multiple search tools.	Use multiple search tools and methods	Independently use multiple search tools and methods.
Use one preferred search strategy.	Identify a variety of search strategies.	Use a variety of search strategies to locate resources.	Apply search strategies to follow appropriate leads to additional resources.
Return to previously used resource.	Locate limited number of resources.	Locate a variety of resources.	Use advanced search tools to locate inter-related resources.
Rely on single reading strategy to locate information.	Demonstrate general understanding of locating keywords and keyword phrases.	Identify keywords and keyword phrases by skimming and scanning.	Applies skimming and scanning to an entire resource (text, graphics, charts, etc.) to locate information.

Use of Information

4.1 Engage the information

4.2 Extract relevant information



Novice	Nearing Proficient	Proficient	Advanced
Rely on single mode (read or listen or view) to extract information from resources provided.	Develop awareness of multiple modes to extract information from available resources.	Read, listen and view with purpose to accomplish task.	Read, listens, and views multiple resources with purpose to accomplish task.
Rely on one method of restating information.	Accurately restates information according to a model.	Recognize the differences between summarizing, paraphrasing and/or direct quotation.	Accurately paraphrase and summarize and quote information.
Cite each source in a simplified, structured template.	Cite each source with errors.	Cite each source.	Cite each source according to a prescribed format. (MLA, APA, Chicago, etc.)
Transfer incomplete information with inconsistent note-taking strategy.	Transfer information through note-taking strategy with mistakes.	Transfer information through note-taking strategy	Organizes information for meaning and accessibility during note-taking
Use a single method to evaluate the usefulness of resources (currency or appropriate or detail, etc.)	Attempt to evaluate the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	Consistently reevaluate usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

Synthesis

5.1 Organize information

5.2 Present the information



Novice	Nearing Proficient	Proficient	Advanced
Rely on structured organizational tools.	Will attempt multiple organizational tools but commonly returns to a preferred format.	Arrange information into a format to accomplish the task (e.g., outlines, graphic organizers)	Constructs original personal organizational tools to manage information.
Create a product related to task criteria.	Design and create an original product.	Design and create an original product appropriate to task criteria and audience.	Prefers to create novel product to present findings.
Struggle to present a final product in appropriate format.	Present a final product with an attempt to create an appropriate format.	Present final product in appropriate format.	Present final product in appropriate and creative format.

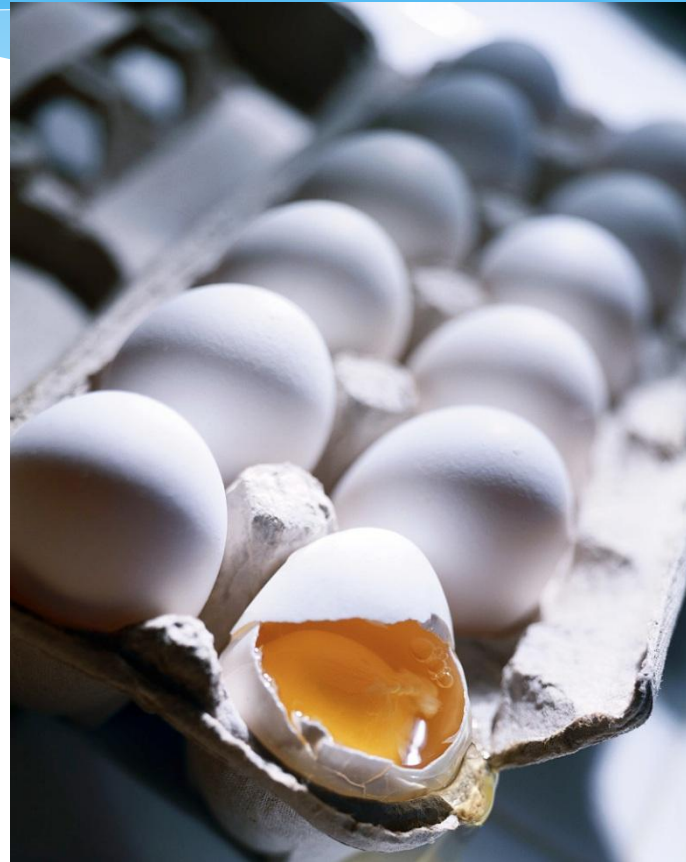
Evaluation

6.1 Judge the product

6.2 Judge the process



Take a **break** to reveal what you have learned and think about where that learning has taken you.



Reporting Student Performance

“State clear expectations for work so that all teachers, students and parents know the criteria for quality and the requirements for earning a grade.”



Standards-based Reporting:

A standards-based report card or reporting tool must clearly describe what students are expected to know and be able to do.

A standards-based report card or reporting tool must clearly describe a student's level of knowledge and performance of the standards.

Reporting Student Performance

- ☐ Rubrics
- ☐ Exit tickets
- ☐ “Postcards” home
- ☐ Display of student work
- ☐ Grades on assignments
- ☐ Weekly/monthly/quarterly reports of student performance
- ☐ Report card grades*
- ☐ _____
- ☐ _____

Reporting Student Performance

Performance-based Report: 2nd Quarter 2011-2012

Student: XXXX

10 TH GRADE	Academic Achievement	Information Literacy	Participation	Citizenship
English	NP	NP	NP	NP
Social Studies	NP			
Mathematics	P			
Science	P			
Performance Level Key: Novice (N): below the standard Nearing Proficiency (NP): approaching the standard Proficient (P): meets the standards Advanced (A): exceeds the standards See Attached Summary of Standards for 2 nd Quarter		Reported Performance Areas: Academic Achievement: indicators of student knowledge within a subject area. Information Literacy: description of student performance in effectively using and producing ideas and information. Participation: behavioral indicators for the student’s interaction and engagement in the classroom. Citizenship: behavioral indicators for the student’s interaction within the school community.		

Reporting Student Performance

Performance-based Report: 2nd Quarter 2011-2012

Student: XXXX

Summary of Standards

English	Writing 5.7 identify the purpose, audience, and format in one's own writing Writing 5.11 identify the owner of ideas and information (English/Language Arts: W=Writing)
Science	1 (Rationale): Students must understand the process of science—how information is gathered, evaluated and communicated to others.
Social Studies	1.1 identify and practice the steps of an inquiry process (i.e. ... create a new product,...)
Technology	2.3 communicate the results of research and learning with others using digital tools
Information Literacy	2.6 Create a product that presents findings. 4.2 Identify the owner of ideas and information



Lesson in Context

Integrated Lesson Plan Grade 8

Title of Lesson
Montana Citizens of Note

Stage 1 – Desired Results

Standards:

Social Studies: analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana

Writing: identify the purpose, audience, and format in one's own writing

Information Literacy (Big6 Stage): Extract relevant information

Technology: communicate the results of research and learning with others using digital tools

Students will ...

1. Be able to choose appropriate writing format for purpose and audience.
2. Be able to evaluate the usefulness and relevance of resources.
3. Be able to apply knowledge of digital tools to share learning results.

Essential Questions:

- What makes a person, event or idea significant?
- How do I decide the best way to share information with a particular audience?
- How do I know when information is reliable?

Lesson in Context

Stage 2 – Assessment Evidence

Performance Tasks:

Each student will select a current or historical figure in Montana and create a wiki page that includes biographical information, geographic context, significance of the figure's contributions to Montana history, at least one picture and map. The student will include an annotated works cited list that addresses the relevance, appropriateness, authority and currency of each source.

Evidence: wiki page, wiki completion checklist, Web site evaluation rubric, works cited checklist, process evaluation checklist

Reporting: wiki page, report card grade, student presentations

Performance Description:

Novice	Nearing Proficient	Proficient	Advanced
Cites each source with many errors.	Cites each source with few errors in MLA format.	Cites each source in MLA format.	Cites each source in MLA format.
Use a single method to evaluate the usefulness of resources (currency or appropriate or detail, etc.)	Attempt to evaluate the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	Consistently reevaluate usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

Lesson in Context

Stage 3 – Learning Plan

Learning Opportunities:

Students will work in pairs to research a figure from Montana history and create a wiki page according to completion criteria. The wiki page will include biographical information, geographic context, significance of the figure's contributions to Montana history, at least one picture and map. The student will include an annotated works cited list that addresses the relevance, appropriateness, authority and currency of each source. Students will present the project wiki to members of the local historical society.

Lesson Progression:

Introduction of unit objectives and overview of project – activate knowledge of Montana history – organize teams – instruction in evaluating sources and citing sources – instruction in wiki construction – group and individual assistance for research and wiki construction – evaluation of product and process.

Materials/Resources Needed:

- ✓ Wiki Completion Checklist
- ✓ Web site evaluation rubric
- ✓ Works Cited Checklist
- ✓ Process Evaluation Checklist

Web sites/Reference Sources:

Montana, Stories of the Land <http://mhs.mt.gov/education/textbook/textbookmainpage.asp>

Montana Place Names <http://mtplacenames.org/>

Montana Memory Project <http://cdm15018.contentdm.oclc.org/>

Evaluate: The Process



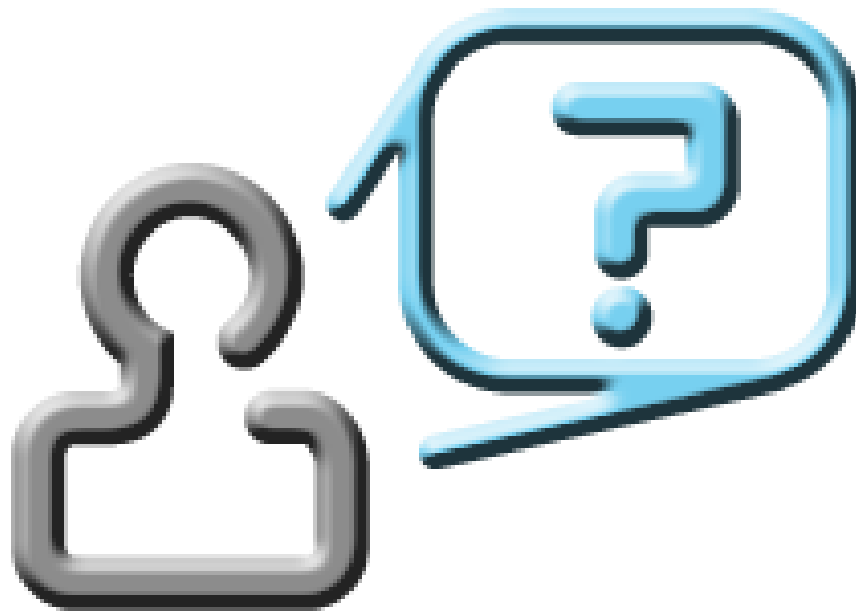
Big6™	Yes (2)	Almost (1)	No (0)
1. Task Definition 1.1 I defined the information problem 1.2 I identified the information needed			
2. Information Seeking Strategies 2.1 I determined all possible sources 2.2 I selected the best sources			
3. Location and Access 3.1 I located sources 3.2 I found information within sources			
4. Use of Information 4.1 I engaged the information (e.g., read, hear, view, touch) 4.2 I extracted relevant information			
5. Synthesis 5.1 I organized from multiple sources 5.2 I presented the information			

I need to work on 1.1 and 2.2.

I really like 2.1 and 5.2.

Taking Action:

- What learning objectives will I target within each lesson/unit/marking period?
- What evidence will be produced and/or collected to demonstrate student progress?
- What criteria will be used to describe student performance?
- How will student performance be reported?
- What support do I need to implement performance-based assessment?



Resources

[Big6](#) Lesson Plans

Burke, Kay. *From Standards to Rubrics in 6 Steps*. Rev. Ed. Thousand Oaks, CA: Corwin Press, 2006.

Guskey, Thomas and Jane M. Bailey. *Developing Standards-based Report Cards*. Thousand Oaks, CA: Corwin Press, 2010.

Kathy Schrock's Guide for Educators: Assessment and Rubric Information
<http://school.discoveryeducation.com/schrockguide/assess.html>

[Montana Information Literacy/Library Media](#) Wiki

Edutopia Project-based Learning Resources

[Library of Congress Lesson Plans](#)

RubiStar <http://rubistar.4teachers.org/>

[TRAILS-Information Literacy Lesson Plans](#)



Thank You!

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